

DIRECTORY OF TEST SPECIFICATIONS AND SAMPLE ITEMS
FOR THE
GRADE EIGHT PROFICIENCY ASSESSMENT (GEPA)
IN
SOCIAL STUDIES



June 2000

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**Directory of Test Specifications and Sample Items
for the
Grade Eight Proficiency Assessment (GEPA)
in
SOCIAL STUDIES**

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SOCIAL STUDIES

INTRODUCTION

In May 1996, the New Jersey State Board of Education adopted *Core Curriculum Content Standards* that define New Jersey's expectations for student learning. The standards were developed by a statewide panel of representatives from education, business, industry, and the interested public. These representatives participated in a two-year process to develop the core standards in seven content areas:

- Visual and Performing Arts
- Comprehensive Health and Physical Education
- Language Arts Literacy
- Mathematics
- Science
- Social Studies
- World Languages

In addition, all areas of instruction include the following cross-content workplace readiness standards:

1. All students will develop career planning and workplace readiness skills.
2. All students will use technology, information, and other tools.
3. All students will use critical-thinking, decision-making, and problem-solving skills.
4. All students will demonstrate self-management skills.
5. All students will apply safety principles.

Since public education must prepare all students for the world of work, all content areas need to address these cross-content workplace readiness standards.

To gauge student progress toward meeting the *Core Curriculum Content Standards*, the New Jersey State Department of Education has been developing a comprehensive set of assessments that measure knowledge and skills at grades four, eight, and eleven. The state's assessment program includes the eleventh/twelfth-grade High School Proficiency Assessment (HSPA), the Grade Eight Proficiency Assessment (GEPA), and the Elementary School Proficiency Assessment (ESPA). Since not every progress indicator can be assessed through a statewide, standardized, written examination, individual districts will be involved in measuring the attainment of some performance expectations outlined in the standards.

This *Directory of Test Specifications and Sample Items for the Grade Eight Proficiency Assessment (GEPA) – Social Studies* is a companion document to the New Jersey State Department of Education's *Core Curriculum Content Standards*, 1996, and the *New Jersey Social Studies Curriculum Framework*, 1999.

The *Directory of Test Specifications* consists of GEPA Content/Skill Outlines, Test Matrices, Scoring Rubrics, and Sample Items. All of these components were developed by the GEPA Social Studies Content Committee. The committee, composed of twenty-one New Jersey educators (see listings of names and affiliations in Appendix C), met for four weeks during the summer of 1998, and have continued to meet regularly. The committee members relied upon their expertise to design

a test that is universally accessible to all eighth graders and is composed of test questions that are age- and grade-appropriate.

Curriculum specialists and teachers may use these specifications, along with the *New Jersey Social Studies Curriculum Framework* and the standards themselves, to improve instruction at the district, school, and classroom levels.

CORE CURRICULUM CONTENT STANDARDS IN SOCIAL STUDIES

The *Core Curriculum Content Standards* in Social Studies (see list on page 70) reflect the belief that all students can acquire an understanding of fundamental knowledge and principles and develop social studies skills. These standards emphasize that learning is a progressive activity that begins in kindergarten and continues throughout a student's years in New Jersey public schools. They include benchmark indicators at three grade levels (fourth, eighth, and twelfth) to inform all teachers about what their students should know and be able to do at these grade levels. Social Studies standards include fundamental concepts in civics, history (including economics), and geography.

GRADE EIGHT PROFICIENCY ASSESSMENT CONTENT/SKILL OUTLINES

The GEPA Social Studies test assesses skills and knowledge that students should acquire through grade eight. The GEPA Content/Skill Outlines define the boundaries of the content and skills that will appear on the test. The outlines do not set limits on instruction. Rather, the Content/Skill Outlines indicate to teachers what their students should know by the end of grade eight to have a comfortable testing experience.

The Content/Skill Outlines are divided into three parts—Macro Statements, Knowledge Statements, and Skill Statements. A “Macro Statement” is an interpretation of the Core Curriculum Content Standard as it applies to grades 5-8. “Knowledge Statements” delineate the content domain of the Macro Statement based on the cumulative progress indicators. The “Skill Statements” indicate the skills that students need in order to demonstrate their understanding of the Knowledge Statements.

**GEPA
SOCIAL STUDIES
TEST PLAN**

TEST MATRIX
Social Studies GEPA (Grades 5-8)

	Core Curriculum Content Standards	Knowledge & Comprehension	Critical Thinking & Problem Solving	Information Skills		
				Information Acquisition Skills	Interpreting Visuals	
Civics	Government 6.1					23%
	Humanities 6.2					
History	Political 6.3					44%
	-U.S./N.J. World					
	Social 6.4					
	-U.S./N.J. World					
	Cultural 6.5					
Geography	-U.S./N.J. World					33%
	Economics 6.6					
	Spatial Terms 6.7					
	Human Systems 6.8					
	Environment/Society 6.9					
		20%	40%	40%		

STATEMENT OF INTENT

The purpose of the GEPA Social Studies test is to determine a student's ability to apply his or her knowledge and skills in the areas of history, geography, economics, and civics.

Test specifications for Standards 6.3 - 6.5 delineate time periods through U.S. Reconstruction and Global Encounters. Those for all other Social Studies standards require teaching of content to modern times.*

Examples included in world and American history content outlines for standards 6.3 - 6.5 are provided as a common base of knowledge.

Note: For those assessment items that cover history, content for the questions should be approximately apportioned according to this weighting of historical periods:

Grades 5 – 8

World

Prehistory	10%
Ancient World	20%
World of Hemispheric Interactions and Middle Ages	10%
Age of Global Encounters	10%

U.S. & N.J.

Colonial Period	15%
Revolution and Early National	20%
Age of Civil War & Reconstruction	<u>15%</u>
	100%

See *New Jersey Social Studies Framework* for further discussion of this topic.

* Because of New Jersey state mandates, the Holocaust/genocide is included as a topic for examination in the GEPA Social Studies history specifications, even though it occurs outside the delineated historical time periods.

**GEPA SOCIAL STUDIES
GENERIC SCORING RUBRIC
Score-Point Description**

5-Point Scale

- 4** A response at this level demonstrates an advanced understanding of the content or concepts. The content and/or concepts are skillfully applied within the given context. The response is thorough, detailed, and accurate. The logic and reasoning used are sophisticated. The treatment of the topic reveals a superior understanding.
- 3** A response at this level demonstrates an adequate understanding of the content or concepts. The content and/or concepts are applied accurately within the given context. The response is generally complete and accurate, although minor errors may be present. The logic and reasoning employed are justified, but may contain minor flaws. The development of ideas is sufficient to demonstrate understanding.
- 2** A response at this level demonstrates some understanding of the content or concepts. The response is partially accurate but incomplete. Explanations, if required, are somewhat unclear or inadequately developed. Some evidence of logic or reasoning may be present, but it is incomplete or partially flawed. The development of ideas reveals partial understanding.
- 1** A response at this level demonstrates minimal understanding of the content or concepts. The response is largely inaccurate and incomplete. Explanations, if required, are exceedingly vague and/or inaccurate. Logic or reasoning, if in evidence, is exceedingly simplistic and/or seriously flawed. The response typically exhibits minimal development.
- 0** A response at this level demonstrates no understanding of the content or concepts. The response is totally inaccurate or incomplete. Explanations, if required, are missing or inaccurate. Logic or reasoning is missing or completely flawed.

Note to teachers:

The purpose of an open-ended question is to allow the student to demonstrate his or her understanding of the content and the ability to communicate that understanding. Open-ended responses do not necessarily require fully developed paragraphs. Depending on the particular question, responses could take several forms, including—but not limited to—outlines, Venn diagrams, charts and graphic organizers, or combinations thereof, and could receive scores within the full rubric range with no prejudice.

CONTENT/SKILL OUTLINES

GEPA SOCIAL STUDIES MACROS BY CONTENT CLUSTER

Civics

- A. Students will understand the origins, principles, and functions of the U.S. Constitution and government, and their impact on daily life.
- B. Students will recognize U.S. constitutional rights and responsibilities of citizenship in order to become informed, active members of the community.
- C. Students will expand their knowledge of democratic principles by studying multiple perspectives of topics and events as shown through the arts, literature, and related humanities.

History

- A. Students will understand how important decisions, events, and changes of the past have influenced the history of New Jersey, the United States, and the world.
- B. Students will understand how history is, in part, the study of human behaviors and motivations, and how these forces affect social institutions.
- C. Students will understand the impact of different cultures and civilizations on the history of New Jersey, the United States, and the world at specific times and over time, and will be aware of cultural similarities and differences.
- D. Students will acquire an historical understanding of economic concepts.
- E. Students will understand that economic decisions and policies, whether personal, institutional, or governmental, are interconnected and will influence their lives.

Geography

- A. Students will recognize characteristics of geographic representations, and they will present and compare graphic information at different scales and in a variety of formats.
- B. Students will use multiple sources to answer geographic questions and solve geographic problems, including those about local, state, national, and global physical (i.e., natural) and human (i.e., human-made) characteristics.
- C. Students will identify and compare/contrast human populations and settlements through the analysis of demographic characteristics and spatial patterns of local, state, national, and global regions.
- D. Students will understand that there have been changes in spatial patterns of human activities as a result of many factors including technology, and that those patterns and activities have encouraged urbanization with specific causes and effects.
- E. Students will understand that we live in an interdependent world (a “global village”).
- F. Students will recognize the worldwide distribution and use of renewable and non-renewable resources, discuss their management, and predict the effect of human activity on the physical environment.

Civics A**Standard 6.1 - .7.10.11**

Macro: Students will understand the origins, principles, and functions of the U.S. Constitution and government, and their impact on daily life.

Knowledge**Students will know:**

1. the U.S. Constitution has a historical basis borrowed from a variety of cultural roots and historic documents (e.g., Greek concept of democracy, Magna Carta, English Bill of Rights, Iroquois Confederation, and Mayflower Compact).
2. the Constitutional Convention resulted in many compromises (e.g., the Great Compromise, 3/5th Compromise, and slave-trade compromise).
3. the U.S. Constitution protects individual freedoms (Bill of Rights) yet balances these with states' rights (10th Amendment) to provide for the general welfare.
4. the key principles of the U.S. Constitution include federalism, separation of powers, and checks and balances.
5. the U.S. Constitution is a flexible, living document through the amendment process and the elastic clause.
6. the basic structure and function of the three branches of government.

Skills**Students will be able to:**

1. trace the origins of the U.S. Constitution.
2. debate the various viewpoints that led to compromise in the creation and adoption of the U.S. Constitution.
3. apply the Bill of Rights to real-life situations.
4. describe key principles of the U.S. Constitution and their impact on our government and daily life.
5. give an example of how the U.S. Constitution is a flexible, living document.
6. diagram the three branches of the U.S. government and analyze their functions.

GEPA

Civics B

Standard 6.1 - .8.9.10

Macro: Students will recognize U.S. constitutional rights and responsibilities of citizenship in order to become informed, active members in the community.

Knowledge

Students will know:

1. the rights and responsibilities of citizenship (e.g., right to trial by jury and responsibility to serve on jury).
2. how to access, organize, and analyze information reflecting multiple points of view on public issues (e.g., land use, gun control, and raising revenues).
3. how the democratic process works in relation to school, town, and community life (e.g., overlapping responsibilities).

Skills

Students will be able to:

1. interpret the balance between rights and responsibilities.
2. critique multiple points of view on public issues.
3. access information on public issues through a variety of sources.
4. draw conclusions regarding their own participation in various levels of government (e.g., school, town, and community life) and determine appropriate courses of action.

Civics C

Standard 6.2 - .5.6.7.8

Macro: Students will expand their knowledge of democratic principles by studying multiple perspectives of topics and events as shown through the arts, literature, and related humanities.

Knowledge**Students will know:**

1. the humanities (e.g., music, theatre, and popular literature) are related to historical and social settings.
2. works of artistic expression from different historical eras (e.g., contrast paintings from the Renaissance to American Gothic).
3. artistic, literary, and historical depictions may reflect differing views on the same subject (e.g., political cartoons, Trail of Tears vs. opening of the frontier).
4. art, literature, philosophy, and architecture reflect and influence cultures (e.g., Greek, French, and English philosophers, Gothic versus Roman architecture, Egyptian art, and *Uncle Tom's Cabin*).
5. how technology and artistic expression interact to influence the human experience (e.g., printing press, photography, television, and computers).

Skills**Students will be able to:**

1. identify the social setting of an artistic or literary piece.
2. identify an artistic or literary piece in its historical context.
3. cite or recognize instances in which specific examples of art, literature, philosophy, or architecture reflect the society or culture in which they were created.
4. explain how a given society or culture has been influenced by a specific example of art, literature, philosophy, or architecture.
5. examine the points of view presented in conflicting works of art or literature that depict one subject.
6. assess how a specific technological innovation affected literature, arts, and related humanities.

GEPA

United States/New Jersey History Content Outline for Standards: 6.3, 6.4, and 6.5

The Colonial Period (to 1763)	
1. Colonization	<ul style="list-style-type: none">Regional differences of New England, Middle, Southern Colonies (e.g., economy and lifestyles)French, Spanish (trade – Caribbean contact/settlement), English, and other European colonies
2. Migration	<ul style="list-style-type: none">Reasons for migration (e.g., religion, economic opportunity, political freedom, and forced immigration)Free and enslaved AfricansPopulation changes
3. Conflict	<ul style="list-style-type: none">American Indians (e.g., culture, customs, philosophy, and diffusion)ReligiousFrench and Indian War (Seven Years War)
4. Government	<ul style="list-style-type: none">Origins (e.g., Mayflower Compact and House of Burgesses)
Revolution and Early National Period (to 1820)	
1. American Revolution	<ul style="list-style-type: none">Causes (e.g., taxation and representation)Strengths and weaknesses of colonies and EnglandEffects (e.g., independence and new nation)Women, African AmericansInternational assistanceN.J.'s role in American Revolution
2. Establishment of a National Government	<ul style="list-style-type: none">Articles of ConfederationConstitutional Convention (e.g., compromises and adoption)Framework of U.S. ConstitutionEmergence of political parties
3. Nationalism/Sectionalism	<ul style="list-style-type: none">Expansion of the nation (e.g., Louisiana Purchase, War of 1812, and contact with Mexican culture)Growth of sectional interests (e.g., Missouri Compromise of 1820)
4. Technology	<ul style="list-style-type: none">Inventions/innovations (e.g., steam engine, cotton gin, and interchangeable parts)Transportation

Civil War and Reconstruction (to 1870)

1. Development of a Nation

- Monroe Doctrine
- Jacksonian Democracy
- Manifest Destiny/territorial expansion/genocide of American Indians
- Sectional interests and conflicts
- Social reform movements (e.g., women’s movement and abolitionists)
- Development of a national economy (e.g., banks, tariffs, agriculture, industry, transportation, and communication)
- Immigrants (e.g., Chinese, Irish, and Germans)

2. Civil War

- Causes (e.g., economics, abolition, slavery, states’ rights, and sectionalism)
- Strengths and weaknesses of North and South
- Effects (e.g., Emancipation Proclamation; U.S. Constitutional Amendments 13, 14, and 15; and social and economic changes)
- N.J.’s role in the Civil War (e.g., Underground Railroad)

3. Reconstruction

- Residual sectional attitudes (e.g., readmission of states and Black Codes)
- Rebuilding the national economy
- Social rebuilding (e.g., Freedmen’s Bureau)

Note: Refer also to the *New Jersey Social Studies Curriculum Framework* for a listing of “Suggested Topics for Grades 5-8: United States and New Jersey History” included in the appendix.

World History Content Outline for Standards: 6.3, 6.4, and 6.5

<p style="text-align: center;">Prehistory (to 2000 B.C.)</p> <ol style="list-style-type: none"> 1. Early People <ul style="list-style-type: none"> • Anthropology concepts: <ul style="list-style-type: none"> • Archaeology • Origins of early peoples • Stone Age peoples • Nomadic tribes and migrations: <ul style="list-style-type: none"> • Africa, the Americas, Asia, and Europe • Early technology: <ul style="list-style-type: none"> • fire, tools 2. First agricultural revolution: <ul style="list-style-type: none"> • political, economic/technical, cultural, and social effects 3. Emergence of cities/civilizations (e.g., Sumer) 	<p style="text-align: center;">World of Hemispheric Interactions & the Middle Ages (to 1400)</p> <p>Political, economic/technical, cultural, and social development of:</p> <ol style="list-style-type: none"> 1. World religions: (e.g., expansion, impact, and conflict) <ul style="list-style-type: none"> • Judaism • Buddhism • Christianity • Hinduism • Islam 2. Empires in transition: <ul style="list-style-type: none"> • Africa (e.g., Ghana, Mali, and Zimbabwe) • the Americas (e.g., Aztec and Mayan) • Asia (e.g., China, Japan, Korea, and Mongols) • Europe (e.g., Byzantine, Holy Roman Empire, and Middle Ages)
<p style="text-align: center;">Ancient World (to 500 A.D.)</p> <p>Political, economic/technical, cultural, and social development of:</p> <p>Permanent settlements/cities:</p> <ul style="list-style-type: none"> • Africa (e.g., Egypt, African kingdoms, and city-states) • the Americas (e.g., Meso-America) • Asia (e.g., Mesopotamia, Indus Valley, and China) • Europe (e.g., Greece, Hellenistic period, and Rome) 	<p style="text-align: center;">Age of Global Encounters (to 1700)</p> <p>Political, economic/technical, cultural, and social development of:</p> <ol style="list-style-type: none"> 1. Africa and the World: <ul style="list-style-type: none"> • Interaction with Arabs and Europeans • Forced migration 2. The Americas and the World: <ul style="list-style-type: none"> • Destruction of early indigenous cultures • Life under European rule • Columbian Exchange 3. Asia and the World: <ul style="list-style-type: none"> • Mughal Empire • Southeast Asia (e.g., cultural diffusion) • Chinese expansion, isolationism • Japanese reunification, isolationism 4. Europe and the World: <ul style="list-style-type: none"> • Renaissance • Exploration & conquest • Reformation • Scientific revolution

Note: Refer also to the *New Jersey Social Studies Curriculum Framework* for a listing of suggested topics in “World History (Grades 5-8)” included in the appendix.

GEPA (Grades 5 – 8)
World History Thematic Outline for Standards 6.3, 6.4, and 6.5

	Prehistory	Ancient World (to 500 A.D.)	World of Hemispheric Interactions & the Middle Ages (to 1400)	Age of Global Encounters (to 1700)
Culture	Anthropology concepts Nomadic tribes and migrations First Agricultural Revolution	Development of permanent settlements/cities	World religions Empires in transition	Europe and the World The Americas and the World Asia and the World Africa and the World
Government	First Agricultural Revolution Nomadic tribes and migrations	Development of permanent settlements/cities	World religions Empires in transition	Europe and the World The Americas and the World Asia and the World Africa and the World
Technology	Anthropology concepts Early technology First Agricultural Revolution	Development of permanent settlements/cities	Empires in transition	Europe and the World The Americas and the World Asia and the World Africa and the World
Conflict	Nomadic tribes and migrations	Development of permanent settlements/cities	World religions Empires in transition	Europe and the World The Americas and the World Asia and the World Africa and the World
Change	First Agricultural Revolution Early technology Anthropology concepts Nomadic tribes and migrations	Development of permanent settlements/cities	World religions Empires in transition	Europe and the World The Americas and the World Asia and the World Africa and the World

GEPA

History A

Standard 6.3 - .5.6.7.8

Macro: Students will understand how important decisions, events, and changes of the past have influenced the history of New Jersey, the United States, and the world.

Knowledge

Students will know:

1. the relationships between cause, effect, and consequences of historical events (e.g., Constitutional Convention, Civil War, assassination of Julius Caesar, Declaration of Independence, and invention of cotton gin).
2. there are varying viewpoints expressed at turning points in history (e.g., writing of the U.S. Constitution, the American Revolution, territorial expansion, and the Crusades).
3. how significant events and changes influence historical periods (e.g., building of the Great Wall during the Han Dynasty and domestication of animals during the Agricultural Revolution).
4. how issues, standards, and conflicts relate to universal human rights (e.g., dictatorship, suffrage, and child labor).

Skills

Students will be able to:

1. relate a cause, effect, and its consequences to a significant historical event.
2. identify opposing points of view given a historical situation.
3. give examples and analyze how significant events or changes influenced a given historical period.
4. interpret examples of issues, standards, and conflicts as they relate to universal human rights (e.g., gender differentiation and racial problems).
5. access information through documents and other resources to conduct historical inquiry.

History B**Standard 6.4 - .5.6.7.8**

Macro: Students will understand how history is, in part, the study of human behaviors and motivations, and how these forces affect social institutions.

Knowledge**Students will know:**

1. universal needs (e.g., food, shelter, clothing, and water) are met differently depending upon culture, geographic factors, and available technology (e.g., nomadic tribes versus agrarian societies, American Indians versus European settlers, geographic barriers leading to cultural isolation).
2. a society's beliefs (e.g., laws, mores, and folkways) lead to the development of fixed customs (e.g., rites of passage, marriage, and burial).
3. people create governments and other institutions (e.g., family, education, economics, and religion) to meet individual and group needs.
4. a society's ideas, perceptions, and historical events (e.g., emigration, expulsion, genocide, slavery, and the Holocaust) lead to cross-cultural conflict.

Skills**Students will be able to:**

1. define and give examples of universal human needs and how different societies have met them across time and/or distance.
2. use examples to explain how institutions such as government, family, education, economics, and religion meet human needs.
3. compare and contrast historical examples of how prejudice and discrimination have led to emigration, expulsion, genocide, slavery, and the Holocaust.*

*see note on page 6

GEPA

History C

Standard 6.5 - .7.8.9.10.11.12

Macro: Students will understand the impact of different cultures and civilizations on the history of New Jersey, the United States, and the world at specific times and over time, and will be aware of cultural similarities and differences.

Knowledge

Students will know:

1. elements of culture across various global regions (e.g., geographic, cultural, racial, religious, and ethnic).
2. cultural change, diffusion, and conflict can result from political, social, economic, geographic, and technological factors (e.g., immigrant communities, war, marriage, and trade).

Skills

Students will be able to:

1. compare and contrast two or more cultures or elements of culture (see examples on page 16).*
2. describe how cultural institutions and customs affect individual decision-making (e.g., family, religion, education, economic, and political systems).
3. cite and distinguish examples of cultural change, diffusion, and conflict in terms of political, social, economic, and/or technological factors throughout history.

* Venn diagrams or other graphic organizers can be employed in compare-and-contrast exercises.

History D**Standard 6.6 - .6.7.8**

Macro: Students will acquire an historical understanding of economic concepts.

Knowledge**Students will know:**

1. the various forms of exchange (e.g., barter of goods/services, currency, and precious metals).
2. economic concepts (e.g., supply/demand, scarcity, and surplus) may help explain historical developments and issues in local, national, and global context.
3. forms of economic systems (e.g., traditional, non-monetary, manor system, mercantilism, and capitalism).
4. the roles of markets (e.g., free market, mixed market, and command) and government policies (e.g., government regulations and mercantilism) interact to meet the wants and needs of individuals and societies.
5. various institutions such as households, businesses, banks, government agencies, labor unions, and corporations interact within economic systems.

Skills**Students will be able to:**

1. identify in historical context the various forms of exchange and how they differ.
2. identify and provide an example of an economic decision that has contributed to either a local, national, or world event.
3. recognize the similarities and differences among various economic systems.*
4. give an example of how government policy influences economics.
5. illustrate the interaction among several of the following institutions: households, businesses, banks, government agencies, labor unions, and corporations.

* Venn diagrams or other graphic organizers can be employed in compare-and-contrast exercises.

GEPA

History E

Standard 6.6 - .9.10

Macro: Students will understand that economic decisions and policies, whether personal, institutional, or governmental, are interconnected and will influence their lives.

Knowledge

Students will know:

1. attitudes and beliefs (e.g., personal, governmental, and societal) influence economic decisions.
2. a delicate balance exists between economic growth (e.g., employment, new housing, and rising standard of living) and environmental preservation (e.g., N.J. shore preservation, natural habitats, and rainforest destruction).
3. economic decisions (e.g., embargo/boycott, downsizing, maintaining the nuclear power plant in Salem County, and dredging of N.Y. Harbor) contribute to local, national, and world events.
4. opportunity cost means the cost or trade-off in time, money, and other resources of doing one thing as opposed to another (e.g., buying concert tickets as opposed to a new jacket).

Skills

Students will be able to:

1. explain instances where attitudes or beliefs affected an economic decision.
2. compare different proposals for dealing with a contemporary economic issue using opportunity cost.

Geography A

Standard 6.7 - .6.7.10

Macro: Students will recognize characteristics of geographic representations, and they will present and compare graphic information at different scales and in a variety of formats.

Knowledge

Students will know:

1. how to create different types of graphics (e.g., maps, charts, tables, and graphs).
2. types and uses of geographic representations (e.g., maps, globes, graphs, charts, and diagrams).
3. information (e.g., population statistics, land/water use, and political/physical features) can be found on a variety of geographic representations.
4. characteristics (e.g., title, compass rose, legend, date, scale, latitude, and longitude) of geographic representations.
5. scale is a representative ratio.

Skills

Student will be able to:

1. create maps and graphics to show a variety of information.
2. interpret maps and graphics that show a variety of information.
3. compare information presented at different scales.
4. describe the characteristics and evaluate the usefulness of different geographic representations.

GLOSSARY OF GEOGRAPHIC TERMS

Cartogram: a map that shows statistics geographically through size.

Choropleth Map: a map that shows differences between areas by using colors or shading to represent distinct categories of qualities or quantities.

Climagraph: a graph that combines average monthly temperature and precipitation data for a particular place.

Population Pyramid: a bargraph showing the distribution by gender and age of a country's population.

GEPA

Geography B

Standard 6.7 - .8.9

Macro: Students will use multiple sources to answer geographic questions and solve geographic problems including those about local, state, national, and global physical (i.e., natural) and human (i.e., human-made) characteristics.

Knowledge

Students will know:

1. physical (i.e., natural) characteristics (e.g., mountains, rivers, oceans, and other landforms) are those features made by nature without human alterations.
2. human (i.e., human-made) characteristics (e.g., canals, dams, and structures) are those features created or altered by people.
3. characteristics and uses of geographic and other types of reference materials.

Skills

Students will be able to:

1. list specific examples of physical and human characteristics and classify accordingly.
2. answer geographic questions and solve geographic problems through the selection and use of appropriate sources.

Geography C**Standard 6.8 - .6.7**

Macro: Students will identify and compare/contrast human populations and settlements through the analysis of demographic characteristics and spatial patterns of local, state, national, and global regions.

Knowledge**Students will know:**

1. demographic characteristics (e.g., population density, population growth rates, population distribution, social, and economic factors).
2. methods (e.g., line graphs, choropleth maps, cartograms, and population pyramids) to convey population information.*
3. populations vary throughout the different areas of the world as a result of many factors (e.g., physical, social, economic, cultural, and historical).

Skills**Students will be able to:**

1. describe factors that affect population characteristics and settlement patterns.
2. interpret various graphic representations of population characteristics and spatial patterns of settlements.
3. analyze data from graphic representations to understand causes of population variations at the local, state, national, and global levels.

*see glossary on page 23

GEPA

Geography D

Standard 6.8 - .8.9.10

Macro: Students will understand that there have been changes in spatial patterns of human activities as a result of many factors including technology, and that those patterns and activities have encouraged urbanization with specific causes and effects.

Knowledge

Students will know:

1. examples of human activities such as education, agriculture, manufacturing, transportation, and communication.
2. urbanization is a process in which there is an increase in the percentage of people living/working in urban places as compared to rural places.
3. the causes and effects of urbanization and the major centers of urbanization in New Jersey, the U.S., and the world (e.g., steel industry, food processing industry, and garment industry).
4. technological changes over time as they relate to human populations and activities (e.g., fire, work animals, explosives, steam power, diesel machinery, electricity, automobile, and electronic media).
5. there are reasons for changes in spatial patterns of human activities (e.g., technology, climate change, natural disasters, economic factors, and sociological factors).

Skills

Students will be able to:

1. generate a list of human activities.
2. differentiate among urban, suburban, and rural regions.
3. explain the links between industrial development and rural-urban migration.
4. describe the cultural and economic activities that lead to the development of urban centers.
5. identify, list, and analyze the impact of major technological innovations on the location of human activities.
6. give reasons for changes in spatial patterns of human activities.

Geography E**Standard 6.8 - .11**

Macro: Students will understand that we live in an interdependent world (a “global village”).

Knowledge**Students will know:**

1. the concept of interdependence and what constitutes the term “global village” (e.g., sister cities, trade, food, clothing, and defense alliances).
2. basic concepts of population, world patterns, settlement patterns, and the distribution of, access to, and utilization of resources and their interdependence.

Skills**Students will be able to:**

1. state reasons for interdependence among global communities.
2. describe and analyze world patterns of resource distribution and utilization.

GEPA

Geography F

Standard 6.9 - .4.5

Macro: Students will recognize the worldwide distribution and use of renewable and nonrenewable resources, discuss their management, and predict the effect of human activity on the physical environment.

Knowledge

Student will know:

1. resources are renewable and nonrenewable.
2. global natural resources are unevenly distributed (e.g., uneven distribution of oil, forests, and fresh water).
3. how humans manage resources (e.g., sustainable and nonsustainable).
4. how human activities affect the physical environment (e.g., fertilization of New Jersey farmland affecting water table).

Skills

Students will be able to:

1. list examples of renewable and nonrenewable resources and describe their global distribution.
2. describe the consequences of the use/misuse of resources in the contemporary world.
3. predict the effects of human activity on the physical environment.

SAMPLE ITEMS

Macro A
K1/S1

1. When we elect officials to act on our behalf, we are demonstrating which ancient Roman principle of government?
 - A. direct democracy
 - *B. representative democracy
 - C. separation of powers
 - D. individual rights

Macro A
K5/S5

3. A principle of both the U.S. and N.J. constitutions is their flexibility. Which of the following demonstrates that these constitutions are living documents?
 - *A. the amendment process
 - B. veto power
 - C. separation of powers
 - D. checks and balances

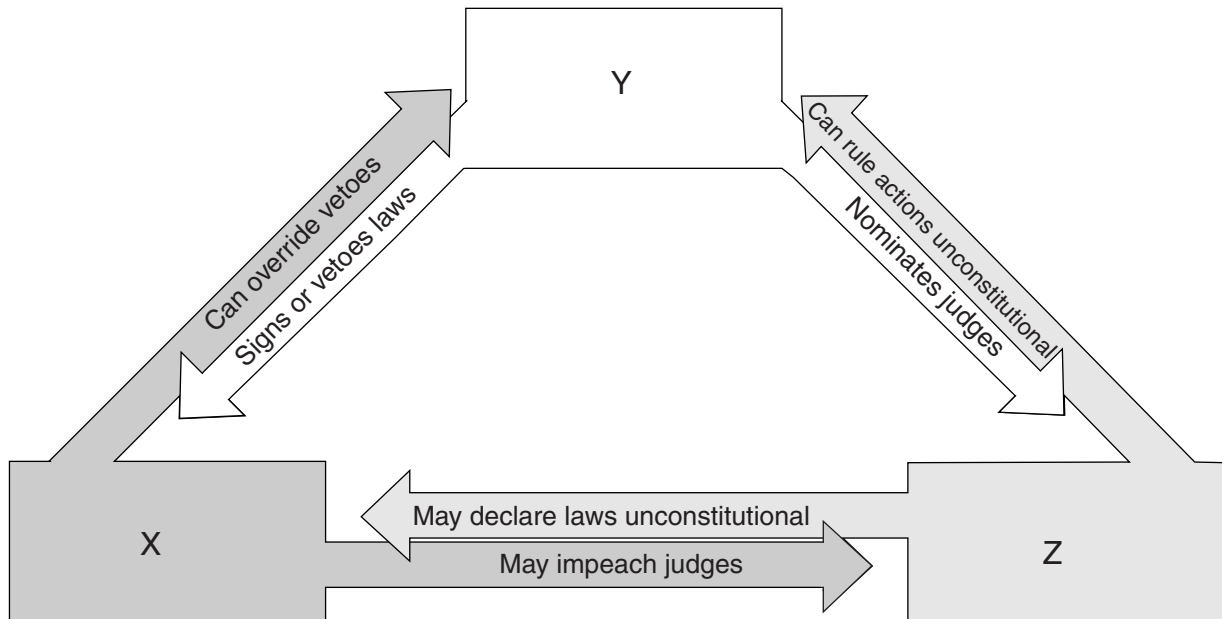
Macro A
K2/S2

2. Which controversies were resolved through compromise at the Constitutional Convention?
 - I how long the President serves in office
 - II whether or not slaves could be counted as part of a state's population
 - III how large and small states should be represented in Congress
 - A. I & II
 - *B. II & III
 - C. I & III
 - D. I, II, & III

Civics

Macro A
K4 and 6/S4 and 6

Use the following chart to answer questions 4 and 5.



4. Which branch of the U.S. Government is represented in box X?

- A. judicial branch
- * B. legislative branch
- C. executive branch
- D. administrative branch

5. Which principle of the U.S. government is illustrated by the diagram above?

- A. the elastic clause
- * B. the system of checks and balances
- C. the amendment process
- D. the structure of a bicameral legislature

Macro B
K1/S1

6. According to the Supreme Court interpretation of the Bill of Rights, U.S. news reporters who criticize the government leaders or their policies should be:
- * A. permitted to do so provided that lies are avoided.
 - B. allowed to publish whatever they wish.
 - C. forced to give up their broadcasting license.
 - D. required to submit their scripts in advance to a government review board.

Macro B
K1/S1

7. Throughout U.S. history, American citizens have used many different tactics in attempting to change laws which they felt were unjust.

Suppose you are a member of a group of citizens who wish to challenge a law they think is unfair.

- Identify **two** First Amendment rights that you could use to challenge such a law
- Describe how you could responsibly apply each of those rights.

Score Level	Scoring Rubric for Item #7
4	A response at this level indicates an advanced understanding of First Amendment rights and their responsible use. Student gives clear examples and provides supporting details to show how these rights and responsibilities are connected. The treatment of the topic reveals a sophisticated level of understanding.
3	A response at this level demonstrates an adequate understanding of how First Amendment rights can be responsibly used to effect change. Development of ideas is sufficiently detailed to demonstrate this understanding.
2	A response at this level demonstrates some understanding of First Amendment rights but makes vague or inaccurate connections in utilizing these rights to make change. The response is somewhat general and simplistic.
1	A response at this level demonstrates minimal understanding of First Amendment rights or the way in which they can be used to challenge a law. The response is exceedingly vague or inaccurate, or lacks coherence.
0	A response at this level demonstrates no understanding of First Amendment rights or the way in which they can be used to challenge a law. The response is totally inaccurate or incomplete.

Macro C
K1, 3/S1, 2, 3

The work of art below depicts an event in American history. Use the picture to answer questions 8-10.



Civics

Macro C
K2/S2

8. What time period is depicted in the picture?
 - A. Early Colonial Era
 - * B. American Revolution
 - C. Westward Expansion
 - D. Civil War
9. The picture depicts the point of view of which group?
 - A. French
 - B. Loyalists
 - * C. Patriots
 - D. American Indians
10. Prints of the painting were widely sold in Boston in 1770, primarily for the purpose of
 - * A. encouraging anti-British sentiment.
 - B. calling attention to the talent of the artist.
 - C. stimulating popular interest in early American art.
 - D. finding the criminals and bringing them to justice.

Macro A
K1/S1

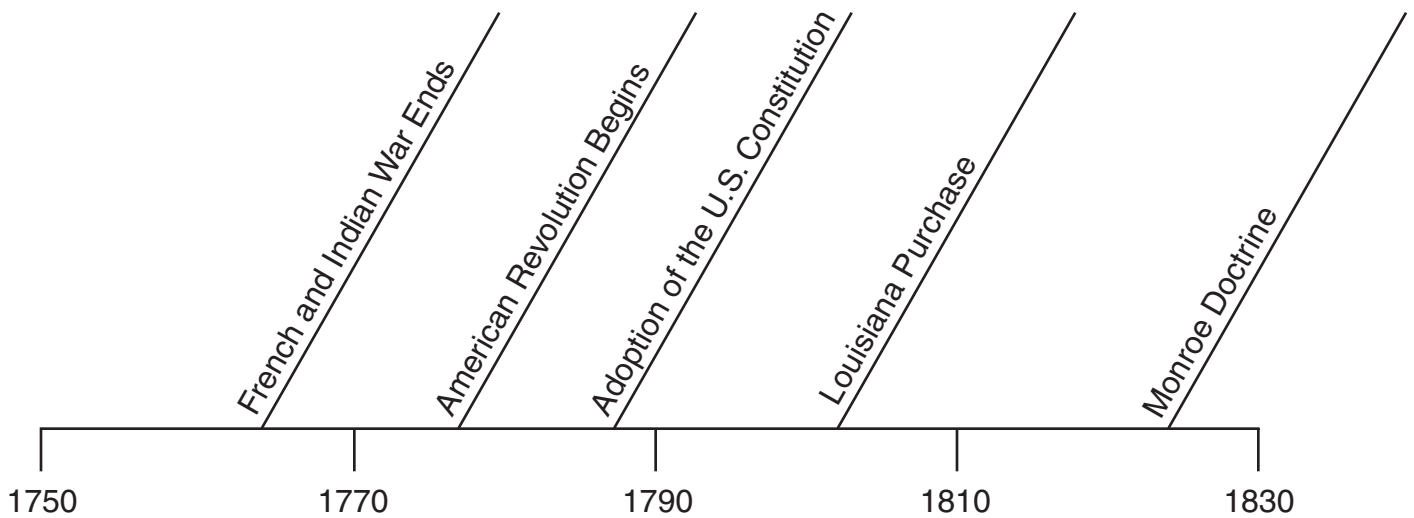
11. Which of the following was an outcome of the Crusades?
- A. England and France gained control of the Holy Land.
 - B. The Pope lost his power to the monarchs.
 - * C. Europeans acquired new tastes and technologies.
 - D. The foundations of feudalism became stronger.
12. The development of New World plantations and mines resulted in
- A. restricting European immigration.
 - B. limiting European settlement.
 - * C. introducing forced labor.
 - D. increasing everyone's profits.
13. The African kingdoms of Ghana, Mali, and Songhai achieved prosperity because of
- * A. a well-organized government control of trade.
 - B. an efficient use of agricultural surplus.
 - C. an abundant variety of natural resources.
 - D. a dramatic increase in population.
14. Which early ruler developed the first written code of law?
- A. Pericles of Greece
 - B. Khufu of Egypt
 - * C. Hammurabi of Babylon
 - D. Caesar of Rome

History

Macro A
K3/S5

15. According to the timeline, what was the date of adoption of the U.S. Constitution?

- A. 1782
- B. 1790
- * C. 1787
- D. 1776



History

Macro B
K4/S3

16. Which of the following played the greatest role in the genocide of American Indians?

- A. industrialism
- B. individualism
- C. patriotism
- * D. expansionism

Macro B
K2/S2

“There are many things in Indian life that nowadays you’d say don’t make sense. We are associated with drums and feathers and that sort of thing....

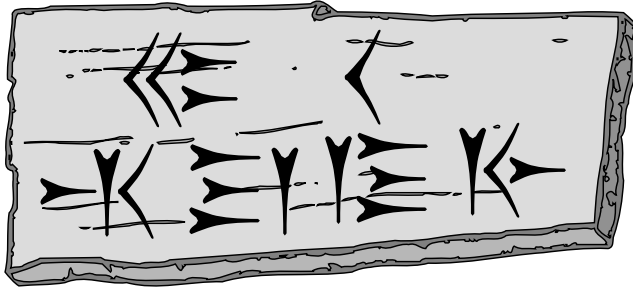
We are born with one feather. That is a gift from our parents. Now my father told me he was given a feather at his birth, and a blanket. And the blanket did not come from J.C. Penney. It was homemade out of rabbit hide.”

17. Which social institution is described in the above passage?

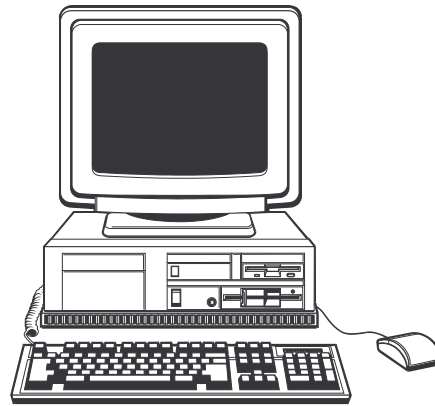
- * A. family
- B. religion
- C. government
- D. education

History

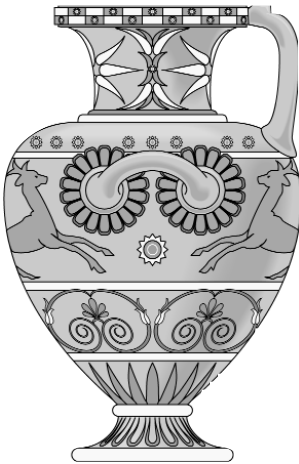
A.



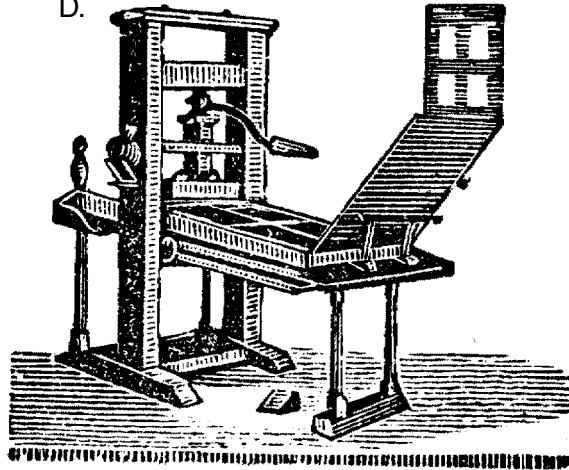
C.



B.



D.



18. These four examples illustrate material culture, which is found throughout history.

- Identify each item.
- Explain how each item changed society or had an impact on history.

[illegible]

GEPA

Score Level	Scoring Rubric for Item #18
4	A response at this level indicates an advanced understanding of the historical impact of advancements in communication. The student clearly identifies and describes the significance of the four examples of material culture. The response is thorough and accurate. The treatment of the topic reveals a sophisticated level of understanding.
3	A response at this level indicates an adequate understanding of the historical impact of advancements in communications. The student identifies and describes at least three examples of material culture from the list provided. The explanation is general, and may contain some minor inaccuracies. The development of ideas is sufficient to demonstrate an understanding.
2	A response at this level demonstrates some understanding of the historical impact of advancements in communications. The student identifies and describes at least two examples of material culture from the list provided. The explanation is somewhat vague and simplistic, and may contain some inaccuracies. The response exhibits incomplete understanding.
1	A response at this level indicates minimal understanding of the historical impact of advancements in communications. The student identifies and describes one example of material culture from the list provided. The response is exceedingly vague or inaccurate, or lacks coherence.
0	A response at this level indicates no understanding of the historical impact of advancements in communications. The response is totally inaccurate or incomplete.

Note: Items illustrated are:

- A. Cuneiform tablet
- B. Grecian urn
- C. personal computer
- D. Gutenberg's printing press

History

Macro B
K2/S2

19. Under John Berkeley and George Carteret, New Jersey was a proprietary colony (owned by individuals). However, after later owners failed to agree on boundaries, years of fighting followed. Finally, in 1702, England stepped in and made New Jersey a royal colony (owned by the monarch).

This change is an example of

- A. rites of passage.
- *B. conflict resolution.
- C. compromise.
- D. expulsion.

Macro B
K3/S2

21. An excerpt from the N.J. 1776 Constitution:

“All inhabitants of this colony of full age, who are worth fifty pounds...and have resided within the county in which they claim to vote 12 months immediately preceding the election, shall be entitled to vote for representation in Council and Assembly...”

Based upon this excerpt, which of the following statements is true?

- *A. New Jersey did not withhold voting rights on the basis of gender.
- B. New Jersey did not require voters to own property or other assets.
- C. New Jersey allowed non-residents to vote.
- D. New Jersey allowed any resident to vote.

Macro B
K4/S1

20. Which of the following pairs represents equal status within European and Japanese feudal systems?

- A. European knight and Japanese shogun
- B. Catholic pope and Japanese emperor
- *C. European knight and Japanese samurai
- D. Catholic king and Buddhist monk

Macro B
K1/S1

22. Which of the following did early humans first learn?

- *A. to make stone tools
- B. to raise crops
- C. to irrigate dry land
- D. to weave cloth

History

Macro B
K1/S1

23. The early Sumerians solved the problems of their climate by
- A. creating occupations other than farming.
 - * B. creating an irrigation system.
 - C. creating a system of crop rotation.
 - D. creating a planting calendar.

Macro B
K1/S2

25. Traditionally, regional differences in types of homes, food crops, and clothing were greatly influenced by
- * A. topography and climate.
 - B. laws and topography.
 - C. transportation and laws.
 - D. communications and culture.

Macro B
K1, 3/S1, 2

24. Identify the sequence of the following cultural advances, which occurred during early history.
- 1. People learned to cultivate crops and domesticate animals.
 - 2. People were hunter-gatherers developing their own culture.
 - 3. People began to have division of labor and learn specialties.
 - 4. People banded together to meet their basic needs.
- A. 1, 2, 4, 3
 - * B. 4, 2, 1, 3
 - C. 2, 4, 3, 1
 - D. 1, 3, 2, 4

History

Macro C
K1/S3

26. Cultural diffusion occurs fastest in societies that have
- A. traditional social values.
 - B. conventional nuclear families.
 - * C. frequent outside contact.
 - D. strong oral history.

Macro C
K2/S3

28. Many historians believe that one of the earliest civilizations began in an area known as Mesopotamia. The rise of cities in this area has been largely attributed to
- * A. the fertile land between two rivers.
 - B. the peaceful manner of life in this region.
 - C. the marketplace where trade occurred.
 - D. the use of clay for pottery-making.

Macro C
K2/S3

27. How did the development of interchangeable parts in manufacturing help revolutionize American industry?
- A. It increased household manufacturing.
 - * B. It increased the speed of production.
 - C. It decreased the need for raw materials.
 - D. It decreased trade with other countries.

Macro C
K2/S3

29. The religious beliefs of the early Hebrews were unique for their time because they believed
- A. in placing prayer statues in temples.
 - B. that their priests were gods.
 - C. in ancestor spirit worship.
 - * D. in only one god.

Macro D
K1/S2

30. Throughout history, people have used many methods to exchange goods. Which of the following economic means of exchange was first used by people?
- * A. barter
 - B. minted coins
 - C. paper money
 - D. rods

Macro D
K2/S2

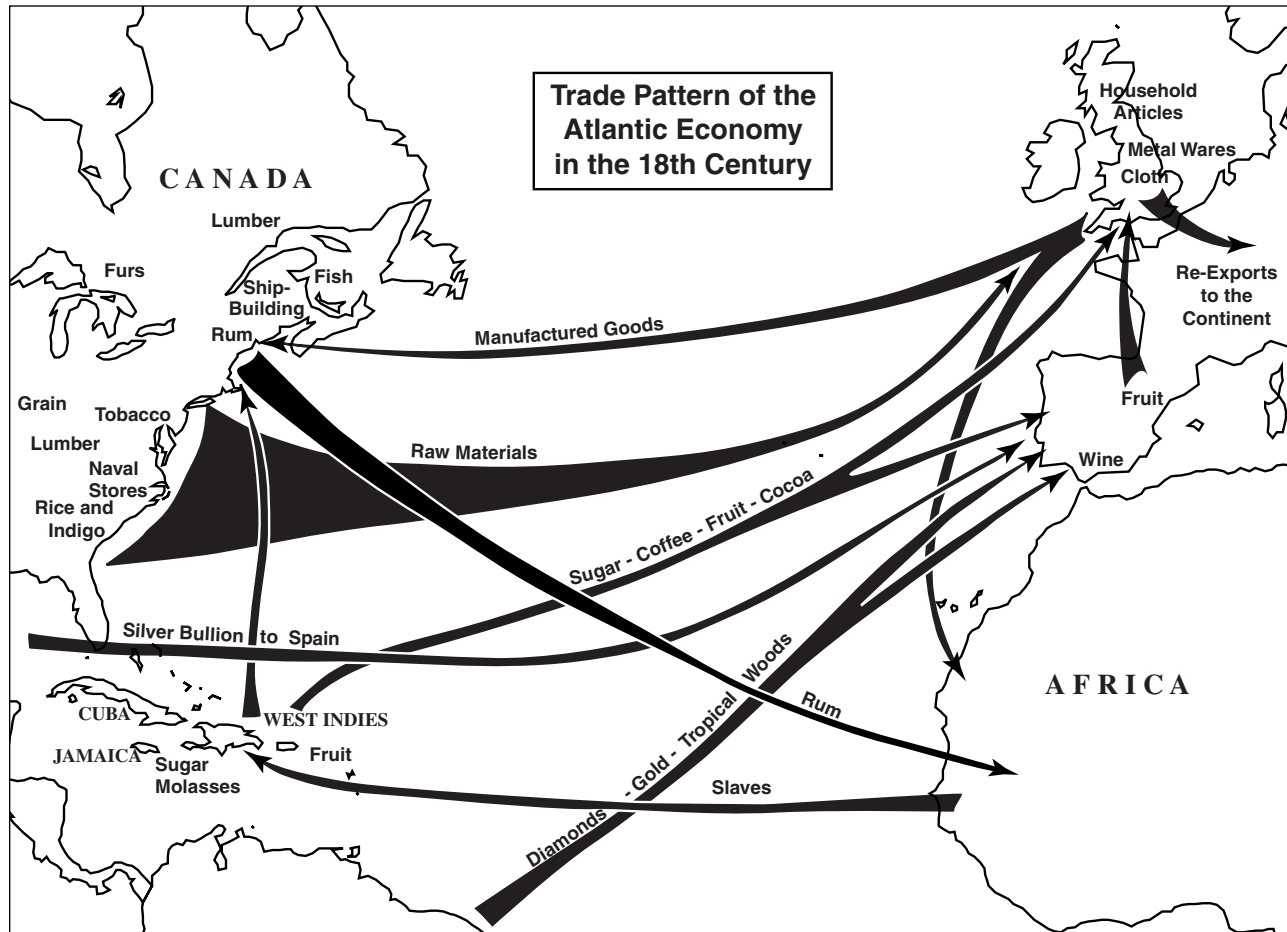
31. Throughout history, tariffs have been used to
- A. increase the market for exports.
 - B. lower the price of imports.
 - * C. protect industries.
 - D. stimulate trade.

Macro D
K3/S3

32. The economic system used in the United States is
- A. socialism.
 - B. communism.
 - * C. capitalism.
 - D. Marxism.

History

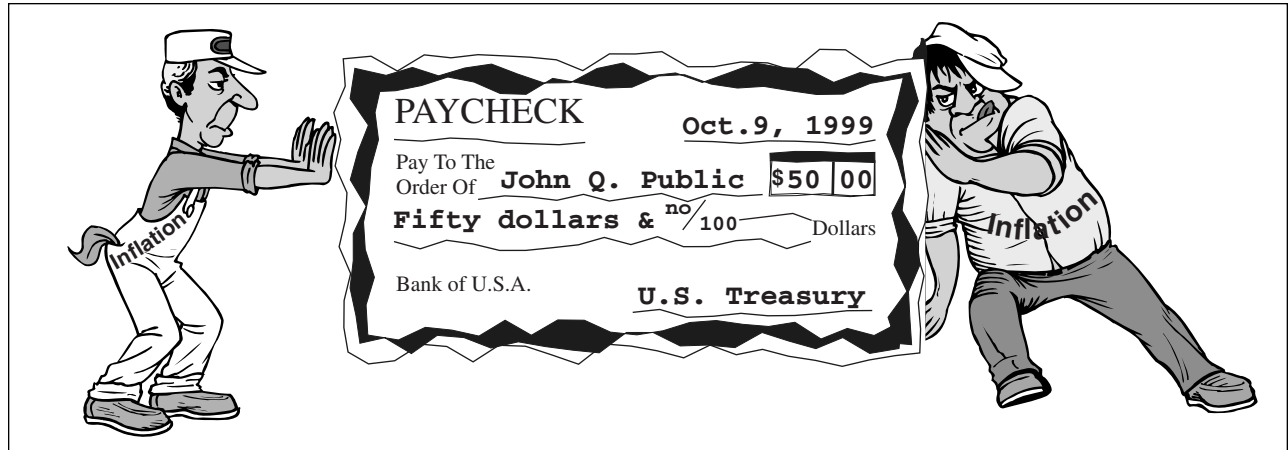
Macro D
K2, 4/S2, 4



Use the map to answer the questions 33 and 34.

33. The map illustrates the concept of
- * A. mercantilism.
 - B. isolationism.
 - C. socialism.
 - D. feudalism.
34. Which conclusion can be drawn from the map above?
- A. European nations had sufficient raw materials.
 - B. Colonies were economically independent.
 - * C. Colonies provided raw materials.
 - D. European nations were economically independent.

Macro D
K5/S5



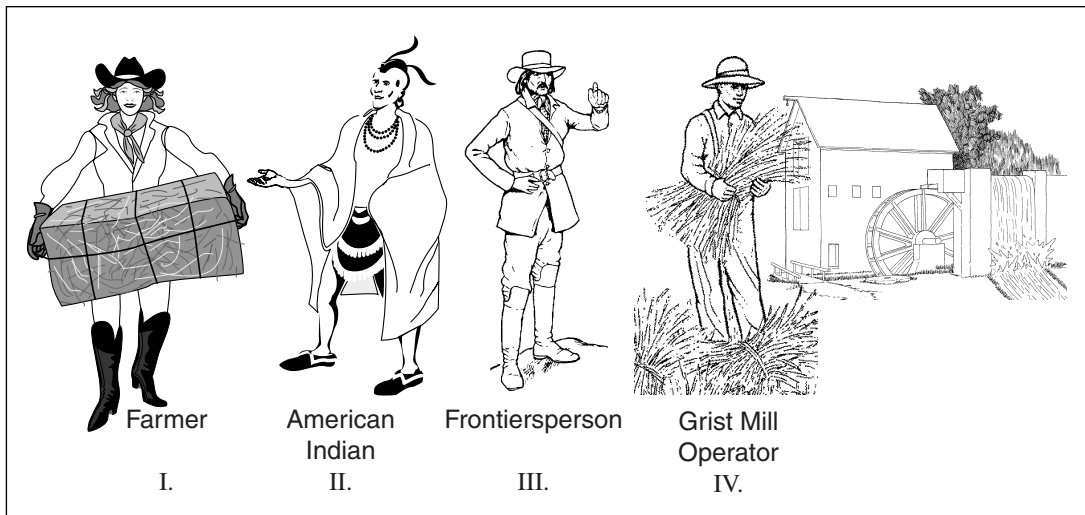
35. Which economic principle is shown in this cartoon?
- A. an increase in buying power caused by inflation
 - B. an increase in wages caused by inflation
 - * C. a decrease in buying power caused by inflation
 - D. a decrease in inflation caused by an increase in wages
36. Your class is playing "The Stock Market Game." Which source of economic information can best be used to track a stock investment on a day-to-day basis?
- A. the Sunday *New York Times* newspaper
 - * B. an Internet financial news web site
 - C. an issue of *Money Magazine*
 - D. a report from the Federal Reserve

History

Macro D K4/S2

37. Assume the government has just raised the minimum wage. What is the most likely consequence for wages and employment?
- * A. wages go up and employment goes down
 - B. wages go up and employment goes up
 - C. wages go down and employment goes up
 - D. wages go down and employment goes down

Macro E
K1/S1

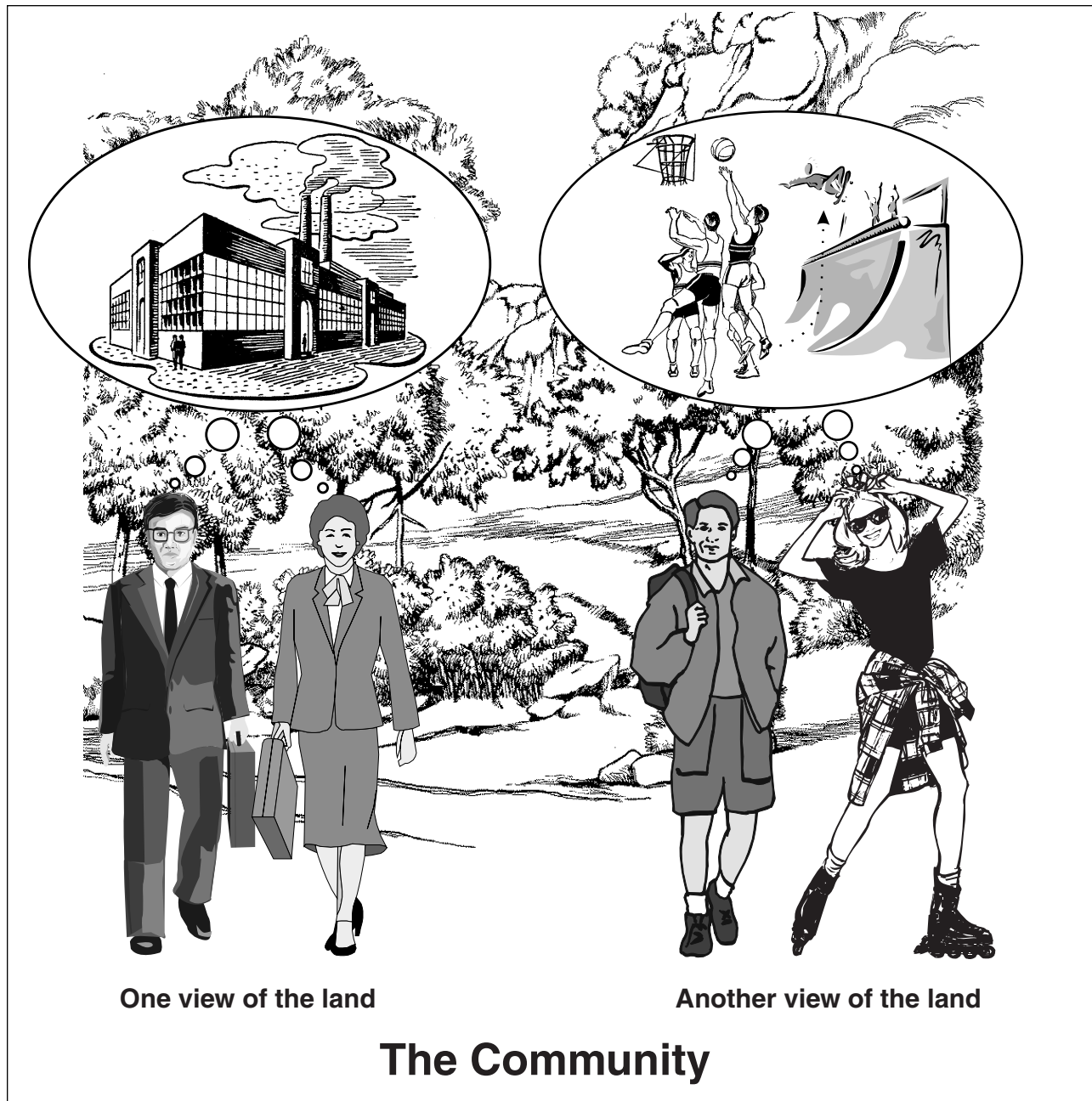


The picture above reflects people's use of land in the early Colonial Period. Each of the four individuals has a different use for the land. Use the information in the picture to answer the following question.

38. The economic use of land usually follows a historic process. Which sequence generally occurred in the settlement of our nation?
- A. I, II, III, IV
 - *B. II, III, I, IV
 - C. I, IV, III, II
 - D. II, III, IV, I

History

Macro E
K1, 2, 3, 4/S1, 2



39. A large piece of wooded land has been donated to your town. Using the picture above, consider the advantages and disadvantages of each choice.

- Fill in the chart on the following page. An example is shown for you. Using opportunity cost (trade-offs), explain the balance that must exist between economic growth and environmental preservation.

GEPA

History

Choices	Advantages	Disadvantages
Leave land in its natural state	Protect environment	Fewer economic opportunities

History

Sample Responses for Item #39*

Choices	Advantages	Disadvantages
Leave land in its natural state	<ul style="list-style-type: none"> • protect environment • little or no environmental damage 	<ul style="list-style-type: none"> • fewer economic opportunities • no opportunity to create jobs
Factory	<ul style="list-style-type: none"> • create jobs • create economic opportunities 	<ul style="list-style-type: none"> • pollutes the environment (smoke, congestion)
Recreational Area	<ul style="list-style-type: none"> • place to play, have fun, place to go with friends 	<ul style="list-style-type: none"> • fewer economic opportunities (jobs) • some damage to environment

* Students only need 1 answer per box.

Score Level	Scoring Rubric for Item #39
4	6 – 7 correct student-supplied answers
3	4 – 5 correct student-supplied answers
2	2 – 3 correct student-supplied answers
1	only 1 correct student-supplied answer
0	no correct student-supplied answer

Geography

MAPS



Use the maps above to answer questions 40 and 41.

Macro A
K4, 5/S3

40. Which map covers the greatest area?

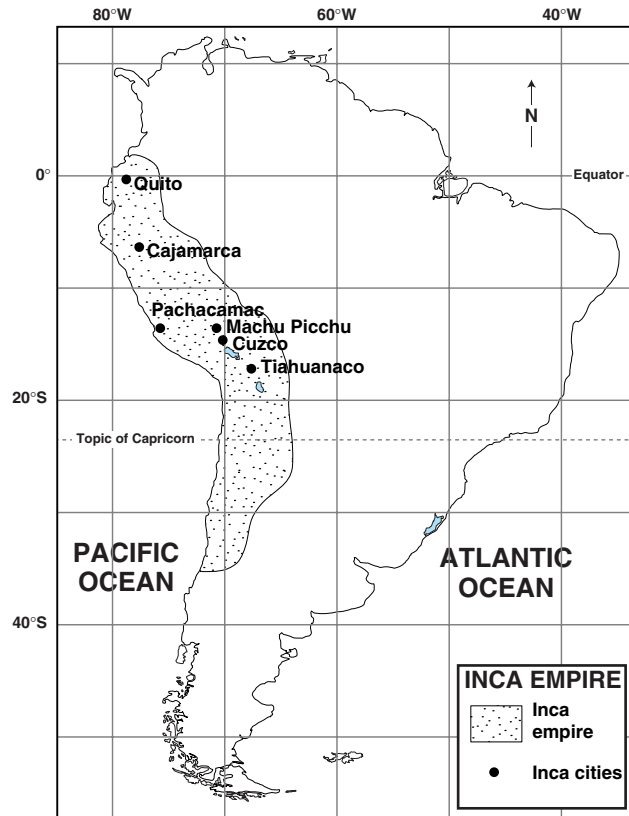
- * A. Map 1
- B. Map 2
- C. Map 3
- D. Map 4

Macro A
K2, 5/S3, 4

41. Which map would be easiest to use to measure the distance between Trenton and Newark?

- A. Map 1
- B. Map 2
- * C. Map 3
- D. Map 4

Geography



Use the maps above to answer questions 42 and 43.

Macro A
K2, 3/S2

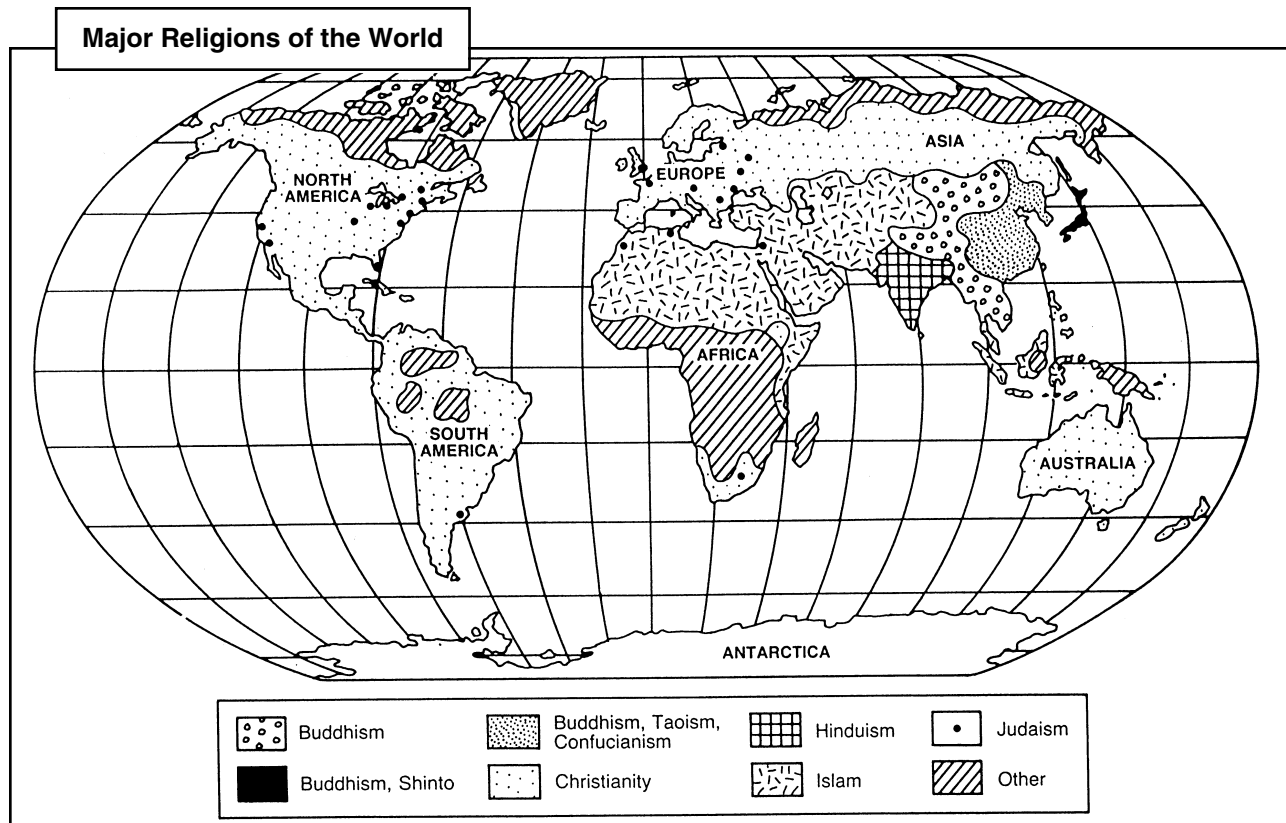
42. The Inca Empire included parts of which modern South American countries?
- A. Venezuela, Colombia, Ecuador, and Peru
 - * B. Ecuador, Peru, Bolivia, and Chile
 - C. Bolivia, Uruguay, Argentina, and Chile
 - D. Peru, Bolivia, Brazil, and Suriname
43. The Incan city of Quito was located in which present day South American country?
- * A. Ecuador
 - B. Colombia
 - C. Brazil
 - D. Peru

Macro A
K2, 3, 4/S4

44. Which of the following is NOT a characteristic of a political map?
- A. international borders
 - B. national capitals
 - C. major cities
 - * D. climate zones

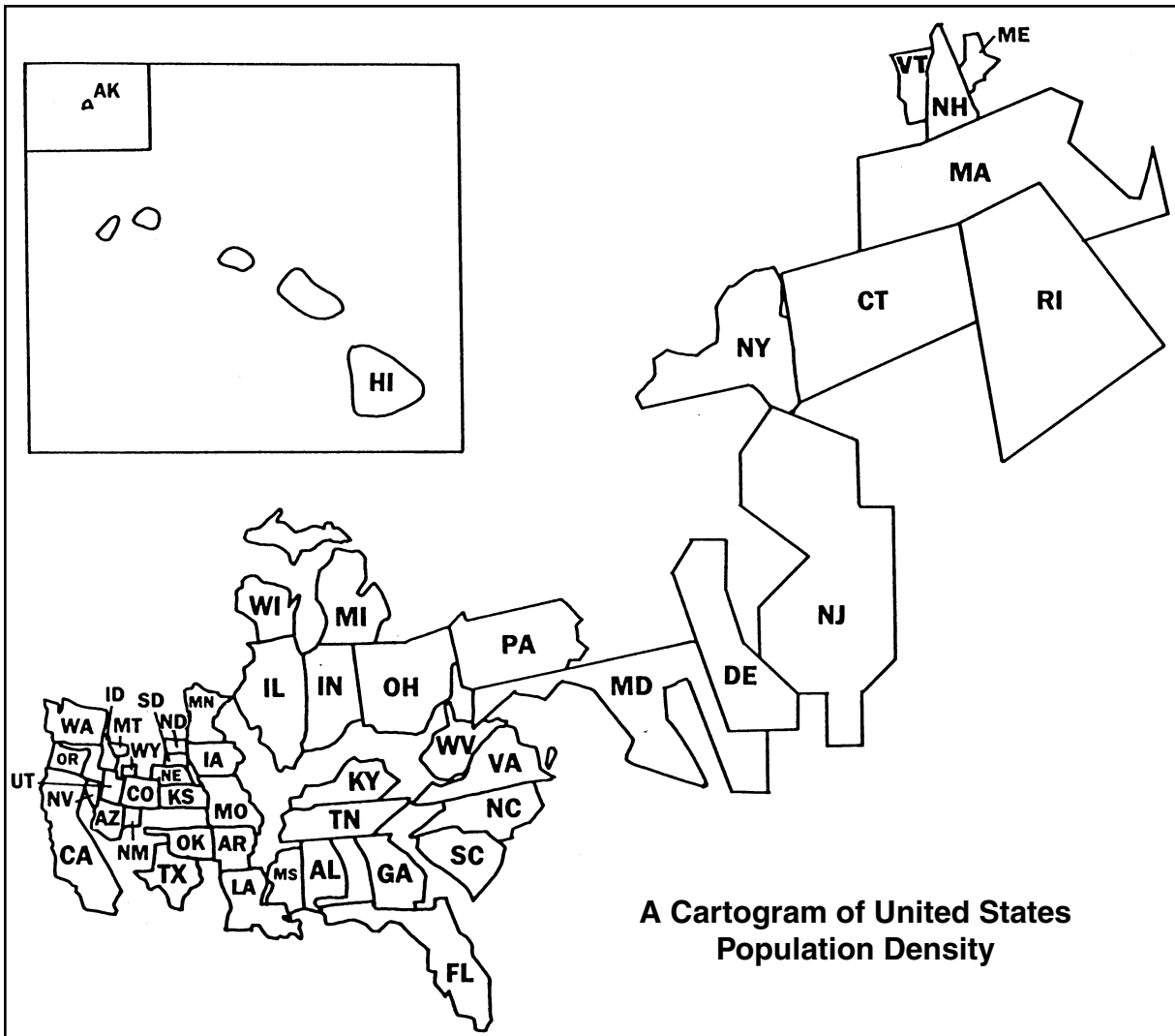
Geography

Macro A
K2, 3/S4



45. The map above showing world religions would be most useful for
- * A. locating followers of Islam.
 - B. determining the number of followers of Judaism.
 - C. showing the spread of Buddhism.
 - D. identifying sacred cities of Hinduism.

Macro A
K2, 3/S4



Use the cartogram above to answer questions 46 and 47.

46. Which of these states has the highest population density?

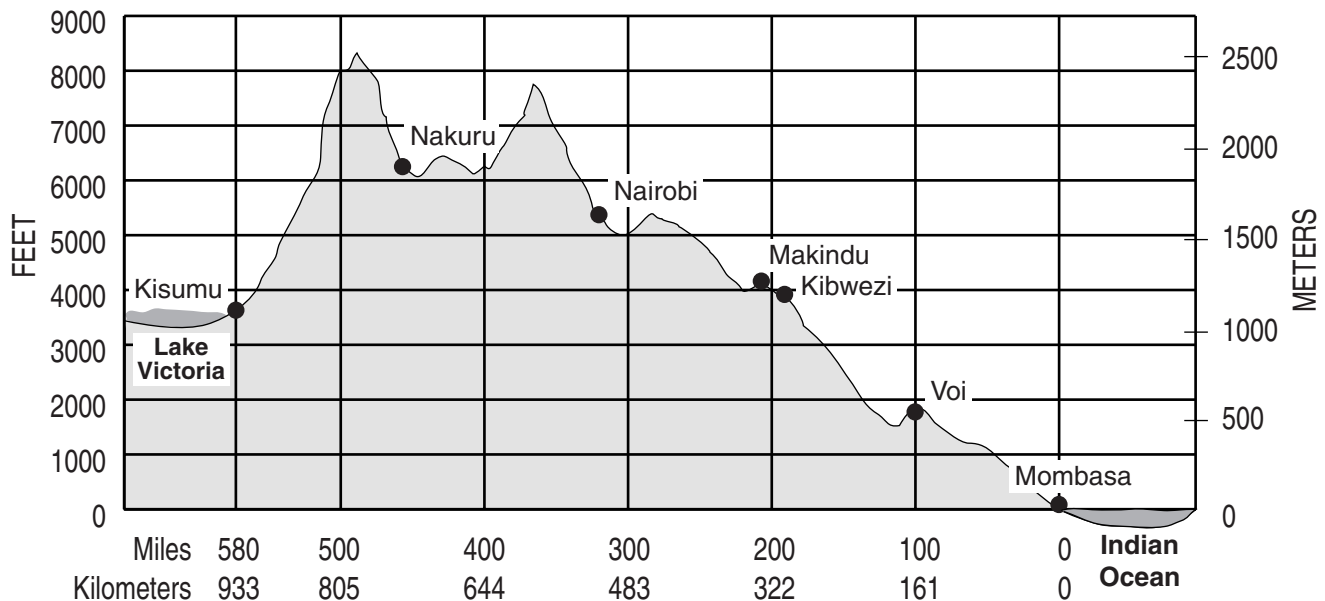
- * A. Illinois (IL)
- B. Kansas (KS)
- C. Oregon (OR)
- D. Texas (TX)

47. Which region of the United States is most densely populated?

- A. Northwest
- B. Southwest
- * C. Northeast
- D. Southeast

Geography

**A Cross Section of Kenya's Railroad Route:
From the Indian Ocean to Lake Victoria**

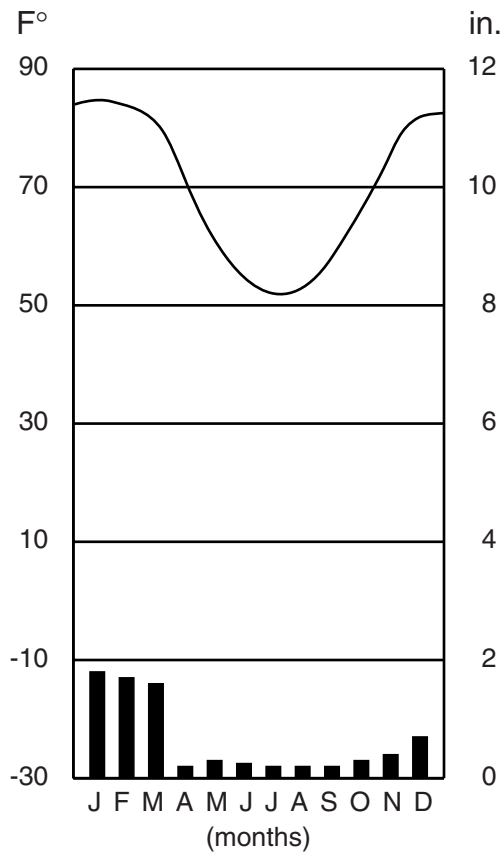


Use the graphic above to answer questions 48 and 49.

Macro A
K3/S2

48. Based upon the information found in this chart, which statement about Kenya's geography is accurate?
- A. Lake Victoria is located at a higher elevation than Nairobi.
 - B. Kibwezi is approximately 200 miles from Lake Victoria.
 - * C. Lake Victoria and Makindu are located at approximately the same elevation.
 - D. There are approximately 400 miles between Nakuru and Nairobi.
49. There were many challenges during the construction of Kenya's railroad. What problems does this chart clearly illustrate?
- A. climate and language barriers
 - * B. distance covered and land elevation
 - C. construction costs and climate
 - D. number of laborers and vegetation

Macro A
K2, 3/S2

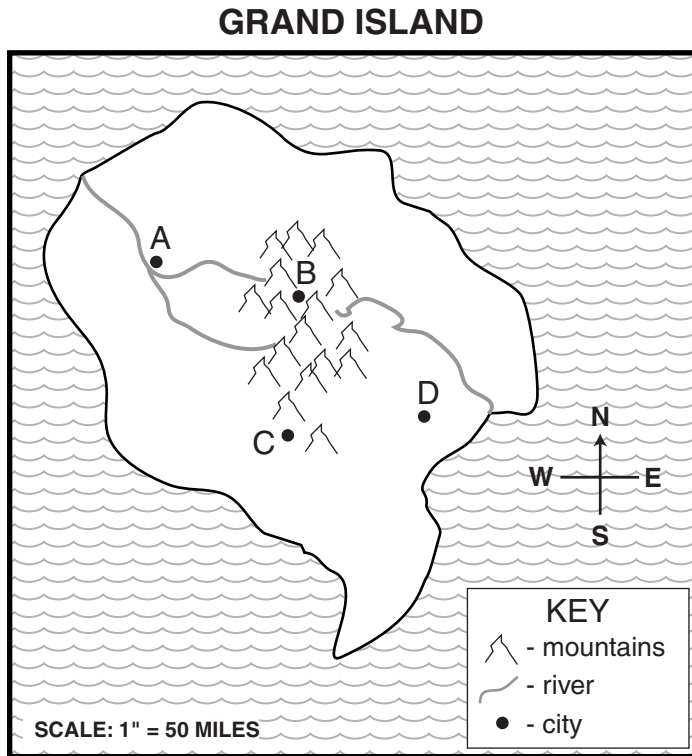


Climographs, like the one above, show temperature and precipitation by combining line and bar graphs. The line graph shows average monthly temperature while the bar graph depicts average monthly precipitation.

50. Which of the following locations is best represented by the climograph?
- * A. the Great Sandy Desert in Australia
 - B. the Rocky Mountain region of the United States
 - C. the rain forest of South America
 - D. the Siberian tundra in Russia

Geography

Macro B
K1, 3/S2



51. The map shown above has 4 cities – A, B, C, and D. Based only on the geographic features shown on the map, which city probably has the largest population?

- *A. City A
- B. City B
- C. City C
- D. City D

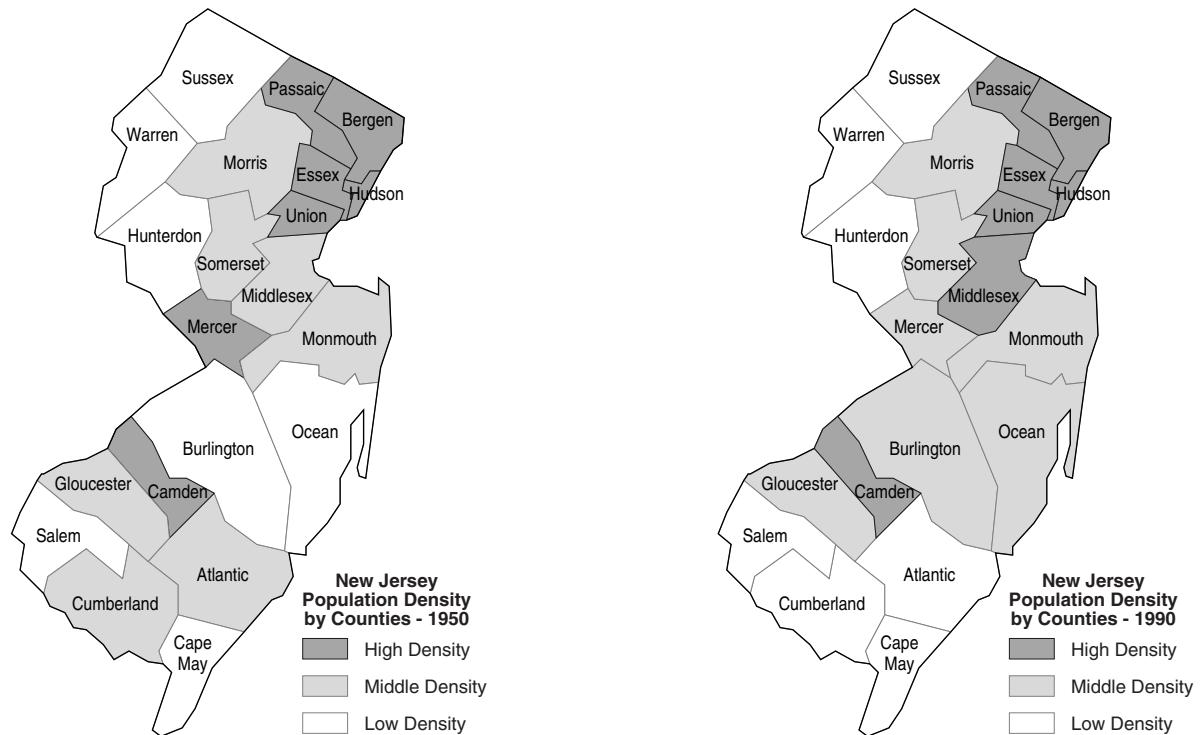
Macro B K1, 2/S1

52. The world has both physical (natural) and human-made characteristics. Which of the following lists contain only examples of human-made characteristics?
- A. Atlas Mountains, Aswan High Dam, and Suez Canal
 - B. Great Wall of China, Tiananmen Square, and Gobi Desert
 - * C. Erie Canal, New Jersey Turnpike, and Golden Gate Bridge
 - D. The English Channel, Straits of Dover, and Heathrow Airport

Geography

Macro C

N.J. CHOROPLETH POPULATION DENSITY MAPS



A choropleth or area-value map is a visual representation that uses color or shading to illustrate comparisons based on data.

The above maps show population density (the number of people per square mile) in New Jersey's twenty-one counties for the years 1950 and 1990.

Use the maps above, along with what you already know, to answer questions 53 - 55.

Geography

Macro C
K2/S2

53. What happened to the central counties in New Jersey from 1950 to 1990?
- A. The population density decreased.
 - * B. The population density increased.
 - C. The population density has remained the same.
 - D. The maps do not provide this information.

27SS

Macro C
K3/S3

55. What is the most likely explanation for the dense population in the northeast counties of New Jersey?
- * A. It is a convenient commute for those who work in New York City.
 - B. There is little or no industry there.
 - C. There is little or no shopping available.
 - D. It has excellent beaches.

Macro C
K1/S1

54. Why is Camden County the most densely populated county in the southern part of New Jersey?
- A. The state capital is there.
 - B. It is located on the Jersey Shore.
 - C. It is home to a major league baseball team.
 - * D. It is close to Philadelphia, PA.

Geography

Census Data Table
Changes in U.S. Population Growth
for Selected States From 1990 to 1997

STATE	% of change
New Jersey	3.9
Nevada	39.5
Rhode Island	1.6
Florida	13.3
Iowa	2.7
North Dakota	0.3
Texas	14.4
Minnesota	7.0
California	8.3
Alaska	10.7
United States	7.6 (National Average)

Data from U.S. Census Bureau

Use the chart above to answer questions 56 and 57.

Macro C
K1/S2

Macro C
K1/S2

56. Which states are growing more slowly in population than the national average?

 - A. New Jersey, Nevada, and Alaska
 - B. California, Minnesota, and Rhode Island
 - * C. New Jersey, Iowa, and North Dakota
 - D. Iowa, Texas, and Florida

57. Based on the information in this chart, which state is experiencing the greatest demand for new housing?

 - A. Rhode Island
 - B. California
 - C. Texas
 - * D. Nevada

Macro D
K3/S2

Macro E
K2/S2

58. The world is becoming increasingly urbanized. By the year 2000, more than half the world's population will live in cities. People living in these urban centers will face some challenges.
- Identify and describe **three** of these challenges. Consider the need for services, as well as the environmental, social, and economic impacts of increased urbanization.

[illegible]

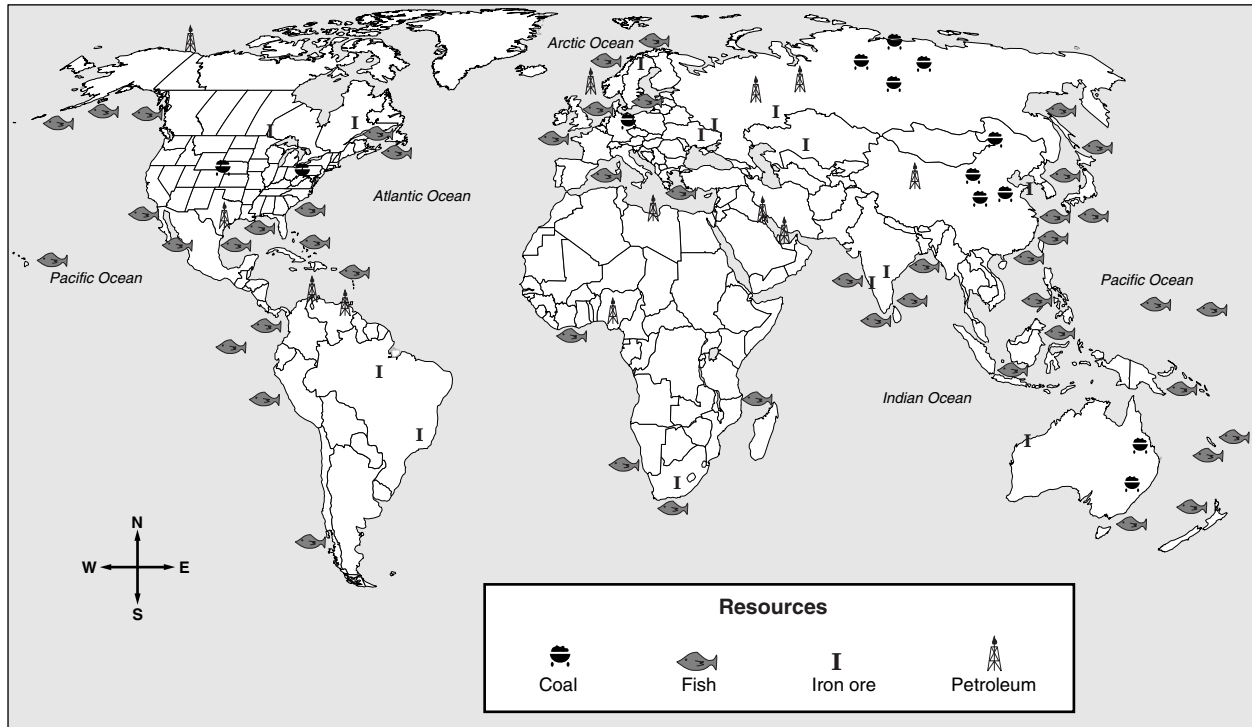
Sample Responses for Item #58

Possible responses may include the following examples:

- Increased need for city services (e.g., hospitals, schools, public services, utilities, transportation, communication systems)
- Recreational facilities (e.g., open spaces, parks, playgrounds, bikepaths)
- Environmental stressors (e.g., noise, pollution, resource depletion)
- Social/economic stressors (e.g., crowding, poverty, jobs, crime, health factors)
- Increased need for crop yields due to decreasing availability of farmland
- Other plausible responses

Score Level	Scoring Rubric for Item #58
4	A response at this level indicates an advanced understanding of the impact of worldwide urbanization. The student clearly describes three of the challenges facing people living in a more urbanized world. The response is thorough and accurate. The treatment of the topic reveals a sophisticated level of understanding.
3	A response at this level exhibits an adequate understanding of the challenges of urbanization. The student describes two examples of the impact of urbanization. The explanation is general, and may contain some minor flaws. Development of ideas is sufficient to demonstrate understanding.
2	A response at this level demonstrates some understanding of the challenges of urbanization. The student describes one or two examples of the impact of urbanization. The explanation is somewhat vague and simplistic, and may contain some inaccuracies. The response exhibits incomplete understanding.
1	A response at this level demonstrates minimal understanding of the challenges of urbanization. The student describes few, if any (one or less), examples of the impact of urbanization. The response is exceedingly vague or inaccurate, or lacks coherence.
0	A response at this level demonstrates no understanding of the challenges of urbanization. Descriptions are missing or inaccurate.

Geography



Use to the map above to answer questions 59 and 60.

Macro F
K1, 2/S1

Macro F
K2/S1

59. Which of the following resources is an example of a renewable resource?

- A. coal
- * B. fish
- C. iron ore
- D. petroleum

60. The majority of global coal deposits are found in

- A. North America.
- B. Australia.
- * C. Asia.
- D. Europe.

- What decisions could be made to improve air quality? Identify and explain **four** possible solutions to the exhaust emissions problem in New Jersey.

[illegible]

Sample Responses for Item #61

Possible responses may include examples of the following:

- Increase use of mass transit
- Development of improved technology, including alternate fuels, car designs
- Increase use of solar/electric power
- Increase use of car pooling
- Increase use of nonmotorized transportation
- Other plausible responses

Score Level	Scoring Rubric for Item #61
4	A response at this level indicates an advanced understanding of the possible solutions for improving air quality in New Jersey. The student describes four of the possible solutions for emissions. The response is thorough and accurate. The treatment of the topic reveals a sophisticated level of understanding.
3	A response at this level exhibits an adequate understanding of the possible solutions for improving air quality in New Jersey. The student describes at least three examples of possible solutions. The explanation is general and may contain some minor flaws but will be sufficient to demonstrate understanding.
2	A response at this level demonstrates some understanding of the minimal possible solutions for improving air quality in New Jersey. The student describes at least two examples of possible solutions. The explanation is somewhat vague and simplistic and may contain some inaccuracies. The response exhibits incomplete understanding.
1	A response at this level demonstrates minimal understanding of the possible solutions for improving air quality in New Jersey. The student describes few, if any (one or less), examples of improving the air quality. The response is exceedingly vague or inaccurate, or lacks coherence.
0	A response at this level demonstrates no understanding of the possible solutions for improving air quality in New Jersey. Descriptions are missing or totally inaccurate.

APPENDICES

APPENDIX A
New Jersey Core Curriculum Content Standards
in Social Studies

- 6.1 All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.
- 6.2 All students will learn democratic citizenship through the humanities, by studying literature, art, history and philosophy, and related fields.
- 6.3 All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the world.
- 6.4 All students will acquire historical understanding of societal ideas and forces throughout the history of New Jersey, the United States, and the world.
- 6.5 All students will acquire historical understanding of varying cultures throughout the history of New Jersey, the United States, and the world.
- 6.6 All students will acquire historical understanding of economic forces, ideas, and institutions throughout the history of New Jersey, the United States, and the world.
- 6.7 All students will acquire geographical understanding by studying the world in spatial terms.
- 6.8 All students will acquire geographical understanding by studying human systems in geography.
- 6.9 All students will acquire geographical understanding by studying the environment and society.

APPENDIX B

Resources

New Jersey State Department of Education. *Core Curriculum Content Standards*, 1996.

New Jersey State Department of Education. *Directory of Test Specifications and Sample Items for the Elementary School Proficiency Assessment (ESPA) in Social Studies*, 1999.

New Jersey State Department of Education. *New Jersey Social Studies Curriculum Framework*, 1999.

APPENDIX C

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APPENDIX D

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